

Proposal for a Feasibility Study

The University of New Orleans ("UNO" – "Client") wishes to investigate the feasibility of establishing a PreK-8 Lab charter school on its campus.

Dr. Rose Drill Peterson ("Consultant") proposes to provide feasibility study consulting services which will include the following elements to be presented in a written report:

A. **Executive Summary** which will present major findings of the study.

B. Louisiana Lab Schools Review:

- Analysis of the similarities and differences in the current college Lab schools in Louisiana including governance, legislative authority, funding sources, budgets and projections, student admissions and enrollment.
- Review of the current lawsuit between Iberville Parish and LAE) as it may affect funding for future lab schools.

C. National Models Review:

- Analysis of Lab school models around the U.S. which may be applicable in Louisiana, including funding, University participation and governance.

D. Operating Requirements Review:

- Analysis of legislative and administrative rules and regulations for the establishment of a Lab school on the UNO campus including any regulatory hurdles; to be reviewed by an attorney familiar with said rules and regulations.
- Analysis of the legislative rules for Enroll NOLA and other New Orleans unification requirements as they may apply to a lab school on the UNO campus.

E. Facility/Capital Building Review:

- A cursory analysis of the basic renovations needed to convert a University building (or building portion) into an elementary school and bring up to code. This section of the report will not include cost projections.

F. Competitive Landscape Review:

- Analysis of the number of seats currently available for elementary students in schools in New Orleans (Orleans Parish) as well as in the surrounding parishes, including wait lists where applicable.
- Survey and analysis of the threats and challenges posed by starting a Lab school in an "all charter" environment vis-a-vis the current politics of New Orleans.

G. Financial Projections Review:

- The financial analysis will include startup costs and annual operating costs. These projections will include worst- and best-case scenarios and will include projections of state, local and federal revenues.

H. Recommendations and Findings

- The Consultant will summarize issues in sections B – G which should be considered to lead to project success and will provide comments and assessments regarding the feasibility of establishing a Lab school located on the UNO campus.

Time Line for Study Completion: Consultant will deliver the final written report approximately 6 weeks from execution of a Contract between Client and Consultant.

Contract Cost: \$3500; costs include Consultant time plus costs for attorney review by Lee Reid of Adams and Reese.

ALTERNATE CONCEPT FOR CLIENT CONSIDERATION

Consultant and Client have previously spoken about Client potentially partnering with other charters for expansion, but did not specifically discuss the possibility of a current charter actually expanding its pK-8 offerings and opening another site on the UNO campus.

Currently the following elementary charter schools have long student enrollment waiting lists: Hynes, Audubon, Lusher. Some of these schools have considered opening a new campus. Such an option would be less risky for UNO than opening a new Lab school. This secondary option comes with its own set of parents/students (on a large waiting list) eager to attend.

Interestingly, Hynes Charter School received a grant from New Schools For New Orleans to study this possibility several years ago; however, one of the partners in the project was unable to secure funding for a building, and the plan was halted. Consultant suggests considering Hynes, if UNO wishes to explore the possibility of allowing a school to expand to its campus. UNO already partners with Hynes, which is a feeder school to Ben Franklin High School. This option would also expand the number of high-performing seats that New Schools For New Orleans is seeking to fund.

Should Client wish Consultant to explore this option, Consultant will provide the same analysis and deliverables indicated above. Instead of exploring the feasibility of establishing a lab school review for regulations, Consultant will substitute "charter schools" rather than "Lab school" in this proposal and arrange for exploratory discussion meetings with Hynes Charter School leadership.



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

September 14, 2017

Dr. James B. Henderson
President
The University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: Replication of Existing Charter School

Dear Dr. Henderson,

This is a request to approve the conceptual framework of replicating an existing charter school on the campus of the University of New Orleans. This approval and expression of support will allow the campus to move forward from the attached Feasibility and Concept Analysis to the next phase of planning.

I am requesting that this item be placed on the agenda for consideration at the October 2017 meeting of the Board of Supervisors.

Please do not hesitate to contact me should you have any questions.

John W. Nicklow
President

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

October 26, 2017

- Item F.12.** **University of New Orleans'** request for approval of a conceptual framework for replicating an existing charter school on the campus of the University.

EXECUTIVE SUMMARY

The University of New Orleans (UNO) requests approval of a conceptual framework for replicating an existing charter school on the campus. Last year UNO began to explore the practicality of operating an elementary (PreK-8) laboratory school that would be located on the campus. The goals of such an endeavor are as follows: (1) to provide additional high-quality educational opportunities for the children of New Orleans; (2) to improve the training of UNO's next generation of teachers; and (3) to provide new revenue opportunities for UNO. A Feasibility and Concept Analysis was conducted by a consultant which concluded that partnering with an established charter school in a collaborative arrangement would have a higher probability of success.

Based on feedback from the consultant, which was based on extensive research, UNO would like to proceed with discussions regarding a potential partnership with Edwards Hynes Charter School to establish a PreK-8 charter school on campus. Should approval and support to do so be granted by the Board of Supervisors for the University of Louisiana System UNO would discuss this concept with external constituents; complete a space assessment analysis; establish a communications plan; and identify external start-up grant funding. Once these next steps are completed UNO would then present a working plan and lease agreement to the Board for consideration.

RECOMMENDATION

It is recommended that the following resolution be adopted:

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of New Orleans' conceptual framework for replicating an existing charter school on the campus of the University.

Feasibility and Concept Analysis

Rose Drill-Peterson, PhD
September 19, 2017

Section A - Executive Summary

This report began as a feasibility study requested by the University of New Orleans to investigate the potential development of an elementary laboratory school operated by the University of New Orleans (UNO) and located on its campus. The goals are to provide additional high-quality educational opportunities for the children of New Orleans, to improve the training of UNO's next generation of teachers, and to provide new revenue opportunities for UNO. After reviewing the educational landscape in the region, the study's focus shifted. A UNO lab school, research showed, would directly compete with the current direct-run and charter schools in New Orleans. Considering this, the study then focused on the feasibility of UNO partnering with an established charter school or Charter Management Organization (CMO) to open a PreK-8 charter school on the UNO campus in a collaborative arrangement. This partnership would envision that UNO would not operate the school, but work together with the charter to achieve mutual goals and benefits with the established governing board of the charter.

The study is organized into sections. The Louisiana Charter Schools Review section summarizes the pros and cons of partnering with different types of charter schools. It was during the course of this research that it became apparent that there was an obvious, cost-effective and potentially successful way to partner with a charter school which was already a UNO-affiliated partner. Edward Hynes Charter, an open-admission Orleans Parish Type 3 charter school, was established after Katrina with the assistance of the UNO chancellor and faculty. There are currently two UNO faculty members who are current board members at Hynes; one holds the UNO-designated governing board member seat.

Benjamin Franklin High School (BFHS), also a UNO partner, is already on the UNO campus, serving grades 9-12, and has approached the concept of expanding to lower grades. However, BFHS administrators paused that conversation after hearing that UNO was exploring the idea of a PreK-8 collaboration with Hynes Charter. This could result in a beneficial partnership among the three schools. Hynes Charter is an open admissions, A-rated school because of its students' high academic achievement. It is, therefore, eligible to replicate its program without having to apply for a new charter at a new site. Hynes was recently awarded a ten-year charter renewal extension by the Orleans Parish School Board (OPSB). The CEO and staff at Hynes participated in the New Schools for New Orleans Replicating Quality School Training in 2014, and developed financial and organizational models for replication. The Hynes Charter staff and board are ready to explore opening a new site. In addition, Hynes Charter is already a professional development site for many next-generation UNO teachers. This relationship existed long before Hynes' status as a charter. There are currently 10 veteran teachers at the Hynes site who have been mentoring teachers and supervising UNO student teachers for many years. It is for these reasons that the focus of the study again shifted to the feasibility of a Hynes/UNO partnership.

A review of national models was conducted including colleges which authorize charters, universities that operate charters, and those that partner and collaborate with charters. University leaders caution that a Charter/University collaboration should only be attempted if there is a sustaining commitment by both entities. For a successful charter school on a university campus, the missions of both the university and charter school must align.

The operational sections of this study analyze the competitive landscape for potential students. EnrollNOLA, the citywide enrollment program, shows that with the student demand for seats at high-performing schools, there is little doubt that a charter school on the UNO campus operated

by the Hynes Charter School Corporation would be successful in reaching capacity enrollment. In 2017, the present Hynes Charter had 572 applications for 100 vacancies at its current site. UNO faculty and staff may benefit if the UNO/Hynes charter school could offer a preference for a percentage of these seats to their children and/or dependents.

With the commitment of the UNO administration and faculty, especially the faculty of the College of Liberal Arts and Human Development, the charter school could provide the on-campus educational laboratory for developing and sharing best practices with other schools. Undergraduate, next-generation teachers would have the ability to attend college classes at the charter and directly observe strategies in real time and with real students under the guidance of veteran PreK-8 teachers. Professional development workshops could also be offered at the site. The presence of an elementary school on campus will revitalize the undergraduate and graduate education course offerings at UNO.

There are ways in which a charter school on campus can increase revenue for UNO. These include the leasing of a building, including overhead costs to the charter school operator or charging a per pupil amount which would generate a guaranteed amount of dollars per year. Also, the ability to attract additional student enrollment for additional charter-focused courses could generate more tuition dollars. An increase in the UNO offerings of summer and Saturday programs for elementary students could generate an increase in attendees and fees. A larger list can be found in Section F. Also, having a charter school on the campus could engage non-education majors in volunteering and providing support for the students, parents and faculty in a variety of ways. These could include coaching intramural teams, tutoring struggling students or assisting in science labs. Providing a space on campus for PreK-8 students also gives those students a feel for their future on a college campus – perhaps UNO.

The capital building section reviews some of the requirements, safety codes, and other considerations necessary for a building to be converted into an operating elementary school.

The financial projections section shows that a start-up charter school, even a replicated one, would need a substantial grant for start-up operating costs. Those available grant possibilities are listed in that section, as well as additional costs to the university. The projected size for a second PreK-8 Hynes site would begin with 150 students in two grades during the first year and gradually grow to 690 students within five years. Several of these grants have application deadlines and other deadlines for opening a new school. The largest grant, from the NOLA Charter Excellence Fund Grant administered by New Schools for New Orleans, has a mandated 2018 opening date to be eligible for its funding.

This study is not intended to be an exhaustive report. More research needs to be done, especially in the area of choosing the appropriate school facility and the exploration of actual costs for renovation and/or site preparation.

Since Katrina, we have learned to: 1) replicate what is working, 2) re-engineer when strategies are not productive or successful, and 3) share the knowledge of our successes and failures. UNO and Hynes are exceptionally well-suited as potential partners to embark on such a journey. Both organizations, along with Benjamin Franklin High School, have enjoyed a formal 11-year cooperative and beneficial relationship. In fact, Benjamin Franklin students currently participate in a dual enrollment program at UNO and utilize the UNO library. Creating a Hynes campus on the UNO campus would be the next logical step to provide high-quality educational opportunities from Pre-K through college for the children of New Orleans.

Section B - Louisiana Charter Schools Review:

This Section has been reviewed by Lee Reid, Esq., of Adams and Reese; Reid is an attorney specializing in Louisiana Charter School Law.

Analysis of the similarities and differences among current charter schools associated with universities in Louisiana, including governance, legislative authority, funding sources, budgets, student admissions and enrollment.

Other than Ben Franklin High School and the Net Charter on the University of New Orleans campus, there are only two other charter schools located on college campuses in Louisiana: the Maxine Giardina Charter School at Nicholls State University and Lincoln Prep, a lab-converted-to-charter school on the Grambling State University Campus.

The Maxine Giardina Charter School - Nicholls State University

The Maxine Giardina Charter School (the MAX Charter), located on the Nicholls State University campus, serves students in grades 1-8, and focuses on students with dyslexia and other language-related learning issues. The school was developed in collaboration with the Louisiana Center for the Study of Dyslexia and Related Learning Disorders and the College of Education at Nicholls State University. It has been in existence ten years, and is considered an Alternative School under the state's accountability system. The MAX Charter is a Type 2 charter school, which allows for a statewide student enrollment. As a Type 2, the MAX Charter is its own Local Educational Agency (LEA) and receives funds directly from the state. The charter owns its facility which is comprised of modular buildings on campus. The school pays no rent to the university and, although there are university members on the governing board of the school, it is run independently and governed by its own nonprofit board. According to Alison Borne, Data Coordinator at the schoolⁱ, the university supports the charter with student teachers and the use of the university's Dyslexia lab. The school's website states that the MAX Charter is the first of its kind in Louisiana and has become a source for on-going professional development for in-service teachers as well as field experience training for pre-service teachers working with targeted special-needs students.

Currently there are 120 students attending the school. It receives money from the state's Minimum Foundation Program (MFP), from local funds, as well as funds for special-needs students. Additional funds are raised from grants. There are no funds that are allocated directly from the university to the charter school. The annual 2016 budget of the MAX charter school as listed on the Louisiana Believes, DOE Website is \$1,379,989, with \$56,632 coming from federal funds.ⁱⁱ

Lincoln Prep- Grambling State University

Lincoln Prep is a Type 2 charter located on the campus of Grambling State University. Originally designed as a lab school, Lincoln converted this year to a Type 2 charter. According to Gordan Ford, Lincoln's Executive Director, ⁱⁱⁱ "We had to do this because we did not receive enough funds from the state to run the lab school." Lincoln is continuing to use the same building as the lab school. There is no rent paid, but the charter school pays for utilities and piggybacks on the custodial services contract, Mr. Ford reports. The governing board of the school is separate from the university, although there are a few trustees who sit on the board and several others are Grambling graduates. There are currently 385 K-12 students who have registered for the upcoming

year. The school is approved for 528 students. Mr. Ford also indicated that the lab school at Louisiana Tech in Ruston is working to convert to a charter for the same reasons as Grambling. Lincoln Prep projects a budget of \$3,756,606 for the upcoming year as noted on the Louisiana Believes, DOE Website.^{iv}

Louisiana Charters with strong ties to universities.

Lusher Charter School

Lusher Charter School in New Orleans has a strong connection to Tulane University. While not on the Tulane campus, the charter is nearby. In the aftermath of Hurricane Katrina, Tulane and Lusher entered into a formal partnership. Tulane provided Lusher with \$1.6 million to plan for reopening, and operating the elementary, middle, and high schools. In turn, Lusher opened its doors to children of Tulane's faculty and staff.^v Lusher currently allocates a portion of its openings to the children of Tulane-affiliated parents who meet Lusher's admissions criteria. Lusher Charter's high school juniors and senior students are allowed to earn college credit at Tulane.

Further partnerships include the development of a professional learning center for teachers, shared use of facilities, access to Tulane's library, and help from Tulane's architect and facilities manager in planning for the Fortier Campus renovations.^{vi}

Analysis of the differences in partnering with various kinds of charters.

Each state enacts laws governing charter schools. In Louisiana, there are six types of charter schools. Each of those types is defined below, with a discussion of the pros and cons of partnering with each. The definitions are adapted from the Charter School Legal Handbook (2014).^{vii}

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve pupil achievement.

Type 1: a new school with a charter contract between a non-profit corporation and a local school board. Only pupils who would be eligible to attend a public school operated by the local school board within the same city or parish are eligible to attend. At-risk provisions apply and a centralized enrollment is mandated for Orleans Parish.

In order to partner with a Type 1, UNO would be required to set up a new charter or partner with an established non-profit corporation that had the requisite number of teachers and others on the board as required by law. A full charter application would have to be submitted to the Orleans Parish School Board for approval. The Board announces a request for proposals each year and specifies the kinds of curriculum focuses it deems as a priority. A new school would have to meet those requirements.

PROS- UNO would be able to greatly impact curriculum and structure of the new school.

CONS- A lengthy assessment would be required of the amount of time needed from the education faculty initially to begin a start-up. There would also be non-reimbursable costs involved in the writing and review of the application. The focus of the school may

have to meet the priorities listed in the Request for Proposals (RFP) as announced by the Orleans Parish School Board. This RFP may not include the curriculum focus that a UNO/Charter partnership would like to pursue

Type 2: a new school or a preexisting public school converted to a charter school with a charter contract between a non-profit corporation and the Board of Elementary and Secondary Education (BESE). For preexisting public schools, the conversion to a charter school must be first approved by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the school as provided in R.S. 17:3983(C). Pupils who reside within the state will be eligible to attend as provided in the charter.

To begin a new Type 2 charter school, a new non-profit board would have to be developed. Before submitting a Type 2 charter school application to BESE, the charter school applicants must have already unsuccessfully petitioned the local school board for a Type 1 or Type 3 charter. The applicants may only submit a Type 2 application to BESE if the local school board has denied the Type 1 or Type 3 proposal.

If UNO wanted to partner with an existing (non-charter) direct-run school that wanted to convert to a charter, the Orleans Parish School Board would again have to *deny* or *refuse* to review the application, which would then be submitted to BESE. There are only four direct-run schools currently in Orleans Parish which would be eligible for this type of conversion. All, except Mahalia Jackson Charter, are situated in new school buildings.

To partner with a Type 2 elementary, K-8 school currently in existence would require the current school to expand and begin another campus. Replication would be the simplest and most cost-efficient way to partner, as the state allows for high-performing schools to expand. However, the curriculum focus would have to be the same. Currently, the only Type 2, K-8 school in Orleans Parish eligible for replication is the International School of Louisiana (ISL). Its focus is language immersion, in French and Spanish.

PROS: Student enrollment would be open to the entire state, with preference to children of UNO staff and faculty.

CONS: Cost and time issues are the same as for the Type 1 for writing the application. There may be further political issues with the local board having to deny the application. There may also be negative issues from education leaders in other parishes who feel that a Type 2 would compete for students. Replication would decrease time and costs for application. However, the UNO Education faculty may not have the foreign language background to support the school (ISL). The immersion focus would also limit the charter school as a true professional development school for UNO's aspiring teachers who were not fluent in those languages. The funding for Type 2's is currently under attack in the state courts. The case was heard by the Louisiana Supreme Court September 5. An analysis of the case is discussed in the next section.

Type 3: a preexisting public school converted into a charter school with a charter contract between a non-profit corporation and the local school board. Only pupils who would be eligible to attend a public school operated by the local school board granting the charter, or pupils from the same area as those permitted to attend the preexisting school will be eligible to attend as provided in the law. At-risk student enrollment provisions apply, as well as mandatory common

enrollment and city-wide policies. The schools that existed before the Katrina, and were chartered after, are among the Type 3's – Ben Franklin, Audubon, Easton, Hynes, Moton, New Orleans Charter Math and Science, Lusher, and Lake Forest.

Type 3B: a former Type 5 charter school transferred from the Recovery School District to the administration and management of the transferring local school system pursuant to R.S. 17:10.5 or 10.7 and rules adopted by BESE. The local school board shall permit a Type 3B charter school to remain in the facility in which it was located at the time of transfer or shall provide the Type 3B charter school with another facility for use. At-risk student enrollment provisions apply as well as mandatory common enrollment city-wide policies. It is anticipated that by 2018, all charters will be under the authority of the Orleans Parish School District under the Unification Plan.

To partner with a type 3 or 3B, the current existing charter school or charter management organization, would seek to expand and open another school on the UNO campus. The current charter board would remain. The partnering school or organization could submit a new application to the Orleans Parish School Board for a new campus and a new school focus or utilize the same curriculum focus. The Orleans Parish School Board, based upon their specific request for proposals, would review and approve the application.

There is also a provision in the BESE and OPSB policies to allow for replication and expansion of a high-performing charter school without having to go through the full application process. The provisions state that the school must replicate the same curriculum and student learning strategies currently at the high-performing school. Currently, UNO has partners with two charter schools: Ben Franklin High and Hynes Charter. UNO has members on the governing board of both of those schools. Both charters are eligible to replicate. Hynes Charter already serves as a professional development site for UNO's next generation teachers and has had a long relationship with UNO.

PROS: Replication would save both time and money in the application process. A high-performing charter school would immediately be able to serve as a staff development hub for aspiring teachers, counselors and other university-based researchers. The UNO Education faculty would be able to provide leadership in staff development activities and provide for a seamless transition for aspiring teachers. Securing a charter school on campus may also increase the number of aspiring teacher applicants. Most importantly, Michelle Douglas, CEO of Hynes and a graduate of UNO, is interested in pursuing the UNO partnership along with her board.

CONS: Student enrollment would be only for Orleans Parish residents. If UNO decides to partner with another type 3, which is not eligible for replication, a full application would have to be submitted to the Orleans Parish School Board.

Type 4: a preexisting public school converted to a charter school with a charter contract between a local school board and BESE. Prior to the creation of such a charter, to convert a preexisting school, BESE may require approval of a proposal to create such a charter by the professional faculty and staff of the preexisting school and by the parents or guardians of children enrolled in the

school as provided in R.S. 17:3983(C). Within such Type 4 schools, unless an agreement with another city, parish, or other local public school board is reached to allow students to attend the charter school, only pupils who would be eligible to attend a public school operated by the local school board or pupils from the same areas as those permitted to attend the preexisting school will be eligible to attend as provided in the charter.

This type is not appropriate for a UNO partnership, as the Orleans Parish School Board has the goal of chartering all of its schools and operating as an authorizer.

Type 5: a preexisting public school transferred to the Recovery School District as a school determined to be failing, pursuant to R.S. 17:10.5 or 10.7 and operated as the result of and pursuant to a charter between a non-profit corporation and BESE. Except as otherwise provided in R.S. 17:10.7 or R.S. 17:1990, and notwithstanding the provisions of R.S. 17:3991(B)(1), within such a Type 5 charter school, only pupils who would have been eligible to enroll in or attend the preexisting school under the jurisdiction of the city, parish, or other local public school board or other public school entity prior to its transfer to the RSD may attend. In addition, any student who is eligible to participate in a school-choice program by the prior system shall be permitted to enroll in a Type 5 charter, which has the capacity for another student in the appropriate grade.

Since there are very few pre-existing public schools left in Orleans, this type of partnering may not be an option. Currently, the schools directly run by the district are *not eligible* for takeover. Most of the others are charter schools. If a charter management organization loses its contract, another operator can apply. However, the school would usually stay at the current location. Moving onto the UNO campus may be not approved.

Corporate Partner Charter Schools

La R.S. 17:3991.1 allows for charter schools to partner with “corporate partners.” In exchange for a donation of land, rent free space or “major repairs” or “capital repairs”, the corporate partner receives an enrollment preference for dependent children of permanent employees of the corporate partner. This would provide UNO the opportunity to create a UNO-centered school culture through enrollment. UNO can also partner with a Type 3 and replicate as outlined above, so the same pros and cons apply. Some analysis is needed to determine if a university is eligible to become a corporate partner. It typically would apply to for-profit and non-profit organizations and not a state entity. Legislation may be needed if this is of interest to UNO.

Review of the current lawsuit brought by Iberville Parish and Louisiana Association of Education (LAE) as it may affect funding for future charter schools. *Must be updated after a decision is reached after the September 5, 2017 hearing before the Louisiana Supreme Court.*

Iberville Parish School Board et al. v. State of Louisiana, BESE, et al., No. 633193, Sec. 25 consolidated with Louisiana Association of Educators, et al. v. State of Louisiana, et al., No. 633874, Sec.25

This summary was adapted from the Louisiana Association of Public Charter Schools Brief, June, 2017.^{viii}

In September 2014, a local district (Iberville Parish School Board) filed a lawsuit against the state, challenging the constitutionality of the current Minimum Foundations Program (MFP) structure for funding Type 2 charter schools. Soon thereafter, a state teachers' union organization (the Louisiana Association of Educators—LAE) filed a similar lawsuit and the two suits were eventually consolidated into one before the 19th Judicial District Court.

Collectively, the plaintiffs argued:

1. That the constitution only permits traditional local school districts to directly receive MFP funds and as such, Type 2 charter schools should only be funded via general or specific legislative appropriations (which do not receive the same level of budget protections as MFP funds).
2. Even if Type 2 charter schools are permitted to directly receive (MFP) funds, plaintiffs contended that the MFP formula unlawfully considers the amount of local funds raised by a district and that any withholdings from a district's total state portion of the MFP is unconstitutional.

In essence, the plaintiffs argued that the funding of students who attend Type 2 charter schools should be akin to those who attend a private school, namely, that no amount of money should be withheld from districts for students who enroll in a school outside the purview of that board's jurisdiction and that the funding for those students should be the full burden of the state with no financial consequence to the sending district.

Implications for UNO Partnering:

The result of this lawsuit, if the plaintiffs win, may force the state to provide for a separate state allocation for Type 2 charter schools. This would be costly, and the dollars could not be allocated from the local district for Type 2 charter schools. The state would have to create a separate funding source. Until the suit is settled, UNO should not seek to partner with a Type 2 charter school at this time.

Types of Charter Schools

| Type | Authorizer | Contract | LEA status | Start-Up vs. Conversion | Admissions |
|------|---|---------------------------|----------------------------------|--|--|
| 1 | Local School Board | LSB + non-profit board | No | Start-up | At-risk percentage requirements; may have admission requisites consistent with mission |
| 2 | BESE | BESE + non-profit board | Yes | Either | At-risk percentage requirements; may have admission requisites consistent with mission |
| 3 | Local School Board | LSB + non-profit board | Either | Conversion | May have admission requisites consistent with mission |
| 3B | Local School Board with financial oversight from BESE | LSB + non-profit board | May be either at charter request | Conversion former Type 5 returned to an LSB | Open enrollment only |
| 4 | BESE | BESE + local school board | Yes | Either | At-risk percentage requirements; may have admission requisites consistent with mission |
| 5 | BESE | BESE + non-profit board | Yes | Conversion *under the jurisdiction of the RSD | Open enrollment only |

<http://appleseednetwork.org/wp-content/uploads/2014/11/Louisiana-Charter-School-Board-Legal-Handbook-2014.pdf>

Section C - National Models Review:

Analysis of university/charter school models around the U.S. which may be applicable in Louisiana, including funding, university participation and governance.

University Lab schools

Universities have partnered with K-12 schools in many ways long before the advent of charter schools. Professional development schools, better known as lab schools, were developed as a way for education departments to train aspiring teachers while at the same time to impact the curriculum and teaching strategies in elementary and secondary schools. Some of the earliest examples date back to the 1890's, with John Dewey founding the first experimental school at the University of Chicago.^{ix} Currently, there are about 60 formal lab schools, which are members of the International Association of Laboratory Schools. Several lab schools in the United States are now also charter schools and use the best practices of each. The University of Hawaii and Grambling State have both converted their lab schools into charters. There are various governance structures that may be applied to lab/charter schools throughout the country. Funding depends upon the state charter law as well as the higher education funding in that particular state.

Universities as Charter Authorizers

The first charter school law was passed in Minnesota in 1991. There are now over 42 states with laws allowing for and governing charter schools.^x As these laws were passed, many universities led the way in support of charter schools. Some state laws allow for universities to authorize charters and to provide the oversight and accountability for those schools. A total of 47 higher education institutions were authorizing charter schools at the end of the 2014-15 school year, according to the National Association of Charter School Authorizers (NACSA). The funding for authorization by the universities is allocated from a fee that is paid by each charter school on a per student bases. This model is not currently allowed by Louisiana law, but some of the initiatives and strategies employed by these universities may be applicable to a UNO/Charter partnership.

Universities as Charter Operators

After the passage of state laws, additional universities embarked on initiatives to start and/or operate charter schools. There are still many very successful charter schools run by universities in the country.

There have been universities which began charter schools only to find that the time, dollars and effort needed to run the charter school overwhelmed their education faculty and department. In 2008, after a decade of running a charter school, the University of South Florida (USF) transferred control of its F-rated charter school to the local school district. The University stated that they did not have the financial resources to adequately assist the students. However, the founder of the Charter School stated, "What was really

needed was not more money, but human capital in the form of USF faculty and student involvement".^{xi}

The inherent conflicts of any University/Charter School partnership is nicely summarized by Dr. Deborah Stipek, former Dean of the Stanford University Graduate School of Education, in an interview last month.^{xii} "We operated a charter school for over a decade. However, when a new dean (of the university's education department) was named, he felt that the mission of the department did not align with the running of a charter school." Stanford still has ties with the charter school, but no longer financially supports the school. Nor does its Graduate School of Education work on a daily basis with the charter school it began.

Dr. Stipek also recounted that although Stanford financially supported the charter school with the university's funds, it was not enough to provide the needed resources for the school. It was her task to raise hundreds of thousands of additional dollars each year to provide for the extra financial resources needed for student success.

There are several funding allocations for charters on university campuses: per-pupil public funds (depending on the state law), federal per-pupil, direct university subsidy and private philanthropic dollars. In the case of Stanford, Dr. Stipek indicated that the university allocated \$500,000 per year in the first years of the charter school.

Governance of charter schools operated by universities on campuses follows a similar model as that used by UNO and New Beginnings. Usually a separate entity is formed with a governing board that has member seats designated by the university.

UNO has had a history of operating charter schools and should review the steps, records and rationale of why there was a transfer of governance and operation to the New Beginnings Schools Foundation that was initially created and operated by UNO.

Universities as Charter Collaborators

Other University/Charter models around the country reflect the laws of that state and the resources of the universities. With some partnerships, the university faculty provides the faculty and staff development, the same as district schools. In others, there is a collaborative arrangement with the university faculty and the charter school. K-12 teachers also serve as professors for certain university classes and vice versa.

No matter how extensive the partnership is, literature and interviews with university leaders emphasize that the mission of the charter school and the university must be aligned, and a commitment to sustain the alliance should be an integral part of any agreement.

University Initiatives to Support Charter Schools

As a result of universities supporting charter schools, several colleges have created programs that enhanced their own offerings to meet the unique needs of the charter school sector.

Charter School Leadership Programs

Central Michigan University (CMU) developed a Masters in Charter School Leadership in partnership with the Detroit-based Skillman Foundation and the National Charter Schools Institute. CMU launched a concentration of charter school leadership as part of its Master of Educational Leadership program. The program's web site states: "This unique online master's degree program is designed for dedicated educators interested in enhancing their skills and educational credentials for charter school leadership. As the number of new charter schools in the U.S. is rapidly rising, leaders with knowledge of the special challenges of charter school administration are needed." ^{xiii}

Ball State University offers a certificate in Charter School Leadership as well.^{xiv} These offerings are funded by money from student tuition.

Both of the universities above are charter authorizers. Their willingness to revise and expand their traditional school-leader preparation has supported the charter school movement in their states.

Other universities have developed online and face-to-face courses to support charter schools, especially in the finance area. The University of Georgia's Institute of Government offers a Charter School Financial Management Certification Program. Funding comes from the state. The Charter Schools Commission of Georgia offers full scholarships to school business managers and school leaders who wish to enroll in this program.^{xv}

Undergraduate Student Recruitment

Some programs are more formalized. Lake Superior State University (LSSU), for example, offers a series of summer camps called Superior Edventures for students of schools chartered by LSSU. Through these camps, held on LSSU's campus, students "get firsthand experience of what it is like to learn and work in state-of-the-art science laboratories and classrooms." Eleven camps included math and STEAM camps for 7th and 8th graders, as well as leadership camps for high school students. Not only does this assist the achievement of K-12 students, but it gives them an introduction to campus life at LSSU.^{*xvi}

In the past, UNO has offered summer camps for gifted students (SPARKLE) as well as other summer programs which were staffed by the UNO Education faculty and aspiring teachers. Currently, UNO offers a summer camp through the UNO Recreation and Fitness Center. The campus is working to improve academic components of those camps, as they have been minimal in the past. For example, UNO now offers a science and engineering camp for high school students.

Teacher and School Leader Placement

University authorizers have also used their affiliated schools for help in placing teachers and school leaders in career opportunities. This is done through formal and informal partnerships between a university's authorizing office and its college of education.

Other Opportunities

With a high performing charter school on campus, UNO can offer more professional development to assist other charters which may struggle with the training of new teachers. The ability to showcase strategies in action and to model these with real students is a tremendous plus for the UNO Education faculty and for the general improvement of education for the students in the city.

Section D - Operations and Competitive Landscape Reviews:

Analysis of the number of seats currently available for elementary students in schools in New Orleans (Orleans Parish) as well as in the surrounding parishes, including wait lists where applicable.

Survey and analysis of the political threats and challenges posed by opening a charter school on the UNO campus.

Analysis of the legislative rules for Enroll NOLA and other New Orleans unification requirements as they may apply to a charter school on the UNO campus.

Partnering with Hynes Charter/Benjamin Franklin High School

Since the focus of this report is now on the feasibility of partnering with Hynes, this section will concentrate on the current student demand for Hynes Charter in its Lakeview location. It will also review the current seat capacity and availability of elementary seats in Orleans Parish only. If the partnership was to be extended to a Type 2 school, then the surrounding parish availability would be applicable. As discussed in the Louisiana Review section, Hynes is a Type 3 charter which can only enroll Orleans Parish residents.

In the last several years, more and more Benjamin Franklin graduates have opted to attend UNO as their college of choice. Likewise, Hynes Charter has become an important and growing feeder for Benjamin Franklin High School. The Hynes/Franklin/UNO connection will probably increase the desire of more students to attend UNO as their college of choice because of the geographic proximity and close affiliation of these institutions.

Profile of Hynes

Edward Hynes Charter is an open admission A rated school with a state school performance score (SPS) of 113.7 out of 150. The full school report card can be found in the appendix. Of the 48 classroom teachers, 100% have bachelor degrees and 36% hold master degrees. The CEO is currently enrolled in the PhD program at UNO. The school has recently been awarded a ten-year renewal by its authorizer, the Orleans Parish School Board. There is at present one campus, located at 990 Harrison Avenue in the Lakeview neighborhood of New Orleans. The school is operated by the governing board of the Hynes Charter School Corporation. A new school may be operated by the same board.

Student Demand for Hynes

During the 2016-2017 school year, the demand for seats at Hynes far out-weighed the availability. By state law and Orleans Parish School Board operating agreements, all new or renewed charters must participate in a city-wide enrollment process, currently called EnrollNOLA. Hynes in Lakeview is an open-admission school in grades K-8. The Pre-K classes are only for gifted students. The school, by operating agreement, has a preference for the 70124 zip code. One lottery is held for those applicants, and 67% of the student body can be reserved for the 70124 residents. The remaining percentage is city-wide, and another lottery is held for city-wide applicants.

The results of the Hynes 2016-2017 lottery are as follows:

| | |
|---|-----|
| The number of applications for K-8th grade seats: | 572 |
| The number vacancies accepted | 100 |
| The number of applications for Kindergarten | 261 |
| The number of Kindergarten vacancies | 75 |

EnrollNOLA

The chart below summarizes the number of applicants to high-performing schools in New Orleans. These numbers do not count the elementary schools, like Hynes, that handled their own lotteries: Hynes, Lusher, Lake Forest and Audubon.

The Most-Wanted Schools in OneApp, 2017 ^{xvii}

| School | Applicants |
|---------------------------------|------------|
| Kindergarten | |
| 1. Benjamin Franklin Elementary | 422 |
| 2. Bricolage Academy | 374 |
| 3. Lycee Francais | 345 |
| 4. Alice Harte Charter | 291 |
| 5. Morris Jeff Community School | 279 |
| K-8 | |
| 1. Benjamin Franklin Elementary | 1,411 |
| 2. Alice Harte Charter | 1,382 |
| 3. Mary Bethune Elementary | 919 |
| 4. Morris Jeff Community School | 762 |
| 5. Bricolage Academy | 590 |

As you can see, there is a high demand for high-performing elementary schools in New Orleans that far exceeds the number of openings. There should be no problem in attracting students to a new Hynes Charter School on the UNO campus.

EnrollINOLA

EnrollINOLA is the city-wide student management program operated in Orleans Parish. The common enrollment program is mandated by both state law and the Orleans Parish School Board operating agreement. For the first time, Hynes Charter must participate in this program for PreK-8 students in the 2018-2019 school year. A new school on the UNO campus, which replicates the Hynes program, must also comply. Requests can be made for certain student enrollment preferences. One would be preference for zip code 70122. (The current Hynes arrangement has a preference for 70124.) This preference is consistent with the Hynes's community school focus. Another preference would be for Orleans Parish residents who are dependents of the faculty and/or staff of UNO.

Political Threats and Challenges

There may be some challenges partnering with a current high-performing charter that has the ability to replicate. This is a partial list generated from past debates about charter schools. It is not meant to be all inclusive, but these topics are food for thought.

1. UNO student teachers are currently placed at various schools throughout the community. It is essential that the surrounding districts that traditionally rely on student teachers and other services from UNO be assured that these would continue. There may be criticism from traditional school districts that do not have charter schools envisioning a shift in focus away from the direct-run schools. It should be noted that three districts, St. Charles, St. Bernard and St. Tammany, do not have any charter schools.
2. UNO has, in the past, operated charter schools that have not been as successful as Hynes. The publicity and announcement of this partnership should find ways to assure the community that this initiative is a way to serve and assist other schools, both charter and traditional, in sharing best practices.
3. The faculty of UNO should be brought into the planning process at an early date, so that they understand that UNO would not be using its public funds to operate the school. This will avoid/neutralize any backlash in an era of dwindling state financial support.
4. Depending on which building or site is chosen on campus, some Departments/Colleges may be displaced. This transition should be achieved with planning and forethought that includes the fate of any displaced programs.
5. Student enrollment preferences for UNO faculty and staff could be allowed by the EnrollINOLA process as well as a preference for a 70122 zip code. There are educational leaders and activists who feel that all schools should be city-wide in enrollment, and there could be some backlash. However, the ability to have a preference for Orleans Parish residents who are UNO faculty and staff could serve as a major benefit for UNO employees.
6. If UNO chooses to explore the corporate-partnership initiative, this would allow, by law, a maximum of 50% of the student enrollment seats to be allocated by lottery to

UNO employees, who are Orleans Parish residents. This provision does not allow for a preference for UNO students, only employees. The same backlash may occur as described in number 5.

7. Although there is a high demand for student seats, other high-performing schools may feel that the new UNO/Hynes partnership is in direct competition with them.

8. As described in the National Models section, the Education faculty and UNO administration must have a continued and sustained commitment to partnering with the charter school. This initiative has the ability to revitalize and expand the College of Education offerings and increase the number of undergraduates and graduate students based upon courses that reflect the new reality of charter schools. The Education faculty must be committed to this partnership. New university courses could include the new-changes in leadership expectations in both direct-run and charter schools.

9. Some may think that the partnering with an elementary charter school will not serve to increase undergraduate registration at UNO.

With the proper planning and a robust communication plan developed with both internal and external audiences, the above issues may be mitigated if not eliminated entirely.

Section E- Regulatory Considerations

There does not seem to be any regulatory or legal reason why a partnership, as has been described between Hynes and UNO, would be prohibited according to Charter Law Attorney, Lee Reid of the Adams & Reese legal firm.

Section F - Financial Projections Review:

The financial analysis will include startup costs and annual operating costs of a charter school and how much expense funding UNO may have to incur in both the start-up and implementation phases of a charter school.

Student Enrollment and Financial Projections

Since the focus of the UNO charter partnering effort is concentrated on Hynes, the following projections are based upon the Hynes charter model. During the 2013-2014 school year, the Hynes team participated in the Replicating Quality Schools training hosted by New Schools for New Orleans. The projections and financial analysis included below, are based upon 2014 data, according to the CFO of Hynes. The proposed growth in the school over five years includes a year-one beginning with 150 students and growing to 690 students within five years. The plan is to begin with two grades- kindergarten and first grade- and add two grades each year after that. Year two would add Pre-K and grade 2. Note that in year 3, with a projection of 315 students, a full facility *must* be secured and in place to provide for the maximum number of students by year five.

The table also projects the dollars that would be needed for the daily operation of the school generated from state MFP funds. These figures do not include necessary start-up costs. These simulations were developed during the replication training in 2014. The numbers listed are based upon 2013-2014 revenues and expenditures and must be

updated if the partnering continues. Grants for startup costs are mandatory to ensure the financial success and sustainability of a new school.

**Sample Student Growth and Income
MFP Based on 2013-14**

| Start-Up | Year 1 | Year 2 | Year 3 **Dedicated Bldg. | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|-----------------|---------------|---------------|---|---------------|---------------|---------------|---------------|---------------|
| Pre-K | | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| K | 100 | 75 | 75 | 75 | 75 | 75 | 75 | 75 |
| 1 st | 50 | 100 | 75 | 75 | 75 | 75 | 75 | 75 |
| 2 nd | | 50 | 100 | 75 | 75 | 75 | 75 | 75 |
| 3 rd | | | 50 | 100 | 75 | 75 | 75 | 75 |
| 4 th | | | | 50 | 100 | 75 | 75 | 75 |
| 5 th | | | | | 50 | 100 | 75 | 75 |
| 6 th | | | | | | 50 | 100 | 75 |
| 7 th | | | | | | | 50 | 100 |
| 8 th | | | | | | | | 50 |
| Total | 150 | 240 | 315 | 390 | 465 | 540 | 615 | 690 |
| Gross MFP | 1,373,850 | 2,225,760 | 2,957,850 | 3,707,730 | 4,476,090 | 5,262,840 | 6,068,820 | 6,893,790 |
| 2% Admin | 27,477 | 44,515 | 59,157 | 74,155 | 89,522 | 105,257 | 121,376 | 137,876 |
| Net MFP | 1,346,373 | 2,181,245 | 2,898,693 | 3,633,575 | 4,386,568 | 5,157,583 | 5,947,444 | 6,755,914 |

There are several start-up grants that are available to charters in Orleans.

NOLA Charter Excellence Fund (NCEF).

This grant is administered by New Schools for New Orleans (NSNO). It allows for a cost-per-pupil amount for each student enrolled by a high performing school at a new site. At a meeting with the CEO and staff of NSNO, the parameters of this grant were discussed, and Hynes would be eligible to apply. The deadline to apply is late September and the decision to fund would be made in late winter. Requirements of this grant may not allow a zip code preference as requested for the community school, or for a UNO faculty/staff preference. To be eligible for this grant, a new school must be opened in the fall of 2018. These grants are direct grants and not reimbursements. The current cap is one million dollars.

Start-up Planning Grants

Also administered by NSNO, these are smaller grants awarded to charter schools/CMO's to plan for opening. These are direct grants and not based upon student enrollment. The range is \$75,000-\$100,000. There is not a 2018 deadline for school opening.

Wallace Foundation Start-up Grants

Administered by the Louisiana Public Charter School Association, the Wallace grants allow for start-up costs for new charters. Usually in the amount of \$250,000- \$350,000. These grants require extensive applications.

Should the Hynes/UNO partnership proceed, the UNO foundation may have access to other university-based grants for the purpose of this collaborative. All financial avenues should be explored.

Cost to UNO

Hynes Charter School is operated by its governing board as a 501(c) (3) institution. Hynes Charter accepts both public and private dollars to operate the school. Depending upon which type of partnership UNO chooses – corporate or non-corporate – the main cost would be the release of a building to operate the school. During the first two years, the new charter could probably be incubated in a relatively small site. However, by the third year, a full building may need to be committed to the school's use. There may be costs to the dedicating of a building as any classes and/or departments currently occupying the site may need renovations to their new sites.

Renovation costs to the building could either be conducted by UNO and reimbursed by the charter through a lease, or, if a legal review approves, conducted by the charter under a lease arrangement.

There are ways in which a charter school on campus can increase revenue for UNO.

1. LEASE - The lease of a building to the charter school operator would generate a guaranteed amount of dollars per year. The lease would include the rent as well as overhead costs of electricity and insurance. Alternatively, a cooperative agreement could commit a per-pupil amount from the charter school which would grow as the school increases student enrollment.
2. ADDITIONAL ENROLLMENT/ADDITIONAL COURSES - There could be additional enrollment for additional courses having a charter focus in both the education and business arenas. Examples include: Ed Diagnostician, English Language Learner Certification, Reading Specialist and Charter School Financial Management.

3. SUMMER CAMP ENHANCEMENT - An elementary charter school on campus could increase the participation in the UNO full-day summer camps and programs for elementary school students, thereby increasing summer student camp fees. Classes for these students could have both a recreation and an academic focus. LSU in Baton Rouge offers many summer programs for elementary and middle-school students each summer in reading and study skills. This model could be studied to see if there is a need in the greater New Orleans area for this type of programming.

4. SPECIALIZED SUMMER CAMPS AT UNO - In the past, UNO has hosted many successful K-8 summer camps: Space Camp, Mini College and SPARKLE. There is a demand for high quality summer camps in New Orleans. New links to UNO environmental science and engineering are two examples that could be considered for middle school students.

5. REGIONAL CONFERENCES - The UNO faculty could host small regional and/or state conferences using the Alumni Center for professional organizations such as Kagan and "Success for All," with visiting teachers observing the strategies in action at the charter school.

6. STAFF RETENTION - If a preference were granted for UNO faculty and staff to enroll their children at the charter school, it could witness an employee retention benefit.

7. GRANTS - The developer, who will work for the Hynes organization, will seek grants that benefit both UNO and Hynes. Additionally, this individual could share higher-education state and federal grant possibilities with the UNO Education faculty.

8. STATE DOLLARS FOR HYNES TEACHER TUITION - Teachers at Hynes could utilize the state 8g dollars to offset tuition for Masters Degrees. 64% of the current teachers do not have a Masters.

9. ADJUNCT PROFESSORS - Hynes master teachers could teach undergraduate students as adjunct professors, thereby having a consistency between the Education classes and student observation at the school. This may increase the ability to offer more classes thereby increasing UNO undergraduates.

10. INCREASE IN EDUCATION MAJORS - There probably would be an increase in undergraduate education majors if there was a working charter school on campus. UNO students would not have to travel far for class observations and student teaching practice during their time at UNO.

11. CONTRACTING SERVICES - the possibility of contracting with UNO's security and IT services, as well as food and custodial services for the school, could reduce UNO costs in these areas.

12. HIGH SCHOOL TEACHING ACADEMY - Ben Franklin Charter High could reinstitute their successful Teaching Academy, which developed a core of high

school students who wanted to explore teaching as a career. Having an elementary school on campus, in which the high school students could practice teaching, would increase the motivation to join the cohort. High school students in this cohort would be encouraged to enroll at UNO for further education courses, thereby creating a K-16 pipeline.

13. FIELD RENTALS - The east campus could become the hub of the middle school league play for both the tennis courts and open fields. Charter schools throughout the city participate in this league.

14. FITNESS CENTER MEMBERSHIP INCREASE - Hynes teachers could become members of the UNO fitness center at faculty rates, thereby increasing membership and revenue numbers.

15. PARENTS REGISTERING FOR CLASSES - Having a charter school on campus might be an incentive for parents to return or begin college at UNO.

Depending on the availability of state and federal dollars, there may be other revenue-producing opportunities.

NOTE: The affiliation between UNO and Hynes Charter would raise the profile of UNO in the greater New Orleans community. The association with a successful school such as Hynes will highlight UNO as an educational institution of note. The benefits of such an association are difficult to measure in financial terms, but unexpected benefits will certainly appear.

Section G - Facility/Capital Building Review:

A cursory analysis of the basic renovations needed to convert a university building (or building portion) into an elementary school and bring the facility up to code. This section of the report will not include cost projections.

The major challenge to a partnership between UNO and Hynes is the securing of an appropriate facility. Although there are potentially available buildings on the UNO campus, they must be suited to a traditional elementary school. There are Fire Department Life Safety Code rules regarding using first-floor classrooms for PK, K and first-grade students and first or second floor locations for second graders. An exception is allowable if there exists a dedicated staircase egress for, and accessible by, these students only. Other parameters must be considered:

1. The ability for school buses and parents to pick up and drop off students from a secured area in the morning and in the afternoon, reasonably sheltered from the weather.
2. Outside space for children to play, if possible, one with access to secure, safe playground equipment and security fencing.
3. Large room for lunch and breakfast meeting the requirements of the Sanitation Code. During the first two years, exploration could be done to contract with the UNO

food service provider for student meals. For a longer term solution, a dedicated cafeteria should be added.

4. Science labs must be added to middle school grades, each with running water.
5. Art and music rooms should eventually be provided with sound proofing, particularly on the music rooms.
6. Private offices for the school administrators, school nurse and social worker should be provided.
7. Access to UNO's other facilities, such as the pool, tennis courts, etc., would expand the offerings of the Hynes tennis and swim teams.
8. Toilet rooms and water fountains would be defined in numbers and locations as required by the State Sanitation Code. For PreK and K classes, this may require child-sized toilet rooms located adjacent to class rooms.
9. The approvals of the Office of the State Fire Marshal and the Department of Health and Hospitals would be required.
10. Controlled access to the spaces housing children are a requirement.
11. Intercom and fire alarm systems monitored through the school office and a secured internet system with central server room are necessary.
12. The facility must also comply with the rules for handicapped accessibility.
13. Contracts can be shared for custodial, security and other building-related services.

A legal review would need to be conducted to review the building's insurance requirements. This, again, would depend on the kind of partnership – lease, MOU, etc. It would also depend upon whether UNO wanted to pursue the corporate partnership. Under a corporate partnership, as described on the Louisiana Believes website,^{xviii} in order for a business to be considered a "corporate partner," it must "individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per-pupil allocation: land, building space, renovations to an existing school building, and/or technology." Although this language is broad, it would have implications on a lease. Note that for a university to become a corporate partner, additional state legislation and/or approvals from the University of Louisiana System Board may need to be written and enacted.

Recommendations – Next Steps

Based upon a review of the research, an analysis of the demand for high-quality open admission student seats, and interviews with national and local education leaders, a partnership between Hynes and the University of New Orleans to establish a PreK-8 charter on campus has a high probability of success. Not only does it expand educational opportunities for students, but the partnership also has the effect of revitalizing the offerings of the UNO College of Education and other university departments. By teaching and practicing the craft of teaching with children on campus, UNO students and faculty have the ability to gain constant feedback on the success of new strategies and programs. The charter school partnership could also become a professional development hub for other schools in the region. An added feature is the ability to engage other non-education majors in the lives of children,

If the University of New Orleans and the Hynes Board want to continue with the project, these are the next steps recommended:

1. The boards of both Hynes and UNO should, at minimum, give approval to continue exploring the possibility of such a partnership and designate a liaison to work on the project at least part time.
2. Discussions with EnrollNOLA and the Orleans Parish School Board should occur to determine if the focus can be on a community school with 70122 zip-code-preference as well as a preference for dependents of the UNO faculty and staff. This would also be the determining factor as to whether the corporate-partnership model is pursued. (As discussed in Section B, that model would allow for more preference seats for Orleans Parish residents who are dependents of the faculty and/or staff of UNO.)
3. Further discussion with possible funders for start-up grants should be held to determine their requirements with regard to enrollment and timelines. Grant writers may need to be engaged to assist in writing the grants.
4. An assessment should be conducted as to a suitable facility on campus that would include, but not be limited to, the list in the facility section of this study. Further analysis of costs related to renovation could then be completed.
5. A communication plan should be developed early to announce to the entire university faculty and staff that this exploration is underway, and to solicit their input. Communication on this project should *not* come from outside the university.

End Notes

- ⁱ Telephone interview with Alison Borne, Data Coordinator, Max Charter School, July 28, 2017.
- ⁱⁱ <http://www.louisianabelieves.com/resources/library/budgets-plans>
- ⁱⁱⁱ Telephone Interview with Gordan Ford, July 27, 2017.
- ^{iv} <http://www.louisianabelieves.com/resources/library/budgets-plans>
- ^v <http://www.lusherschool.org/partnerships>
- ^{vi} Ibid
- ^{vii} Louisiana Charter School Legal Handbook, <http://appleseednetwork.org/wp-content/uploads/2014/11/Louisiana-Charter-School-Board-Legal-Handbook-2014>
- ^{viii} Louisiana Charter School Association Newsletter, June 9, 2017
- ^{ix} Ed. Week "Amid Changing Landscape, Lab Schools Search for New Roles", Sarah Sparks, February 24, 2015
- ^{*} Why Universities Choose to Authorize Schools A Report on University Authorizing and Lessons for Idaho. (n.d.).<http://universitylaboratoryschool.org>
- ^{xi} Redden, E. (2008, August 7). When universities run schools. <http://insidehighered.com/pagesstudy.com/>
- ^{xii} Telephone Interview with Deborah Stipek, Education Professor, Stanford Graduate School of Education, Stanford University, July 27, 2017
- ^{xiii} Masters Degrees/Central Michigan University <https://www.cmich.edu/global/programs/Pages/Masters.aspx>
- ^{xiv} <http://cms.bsu.edu/academics/collegesanddepartments/online/academics/programs/graduate/certificates/>
- ^{xv} <https://scsc.georgia.charterschoolsfinancialmanagementcertificationprogramoverview/h>
- ^{xvi} Lake Superior State University Charter Schools Newsletter. November, 2014.
- ^{xvii} Dreilinger,, Danielle. "OneApp's Most-Wanted New Orleans Schools for 2017 ." Nola Live, 14 Apr. 2017.
- ^{xviii} <https://www.louisianabelieves.com/docs/default-source/school-choice/louisiana-corporate-partnerships-faq.pdf?sfvrsn=2>

Benjamin Franklin

HIGH SCHOOL

October 16, 2017

Dr. John Nicklow, President
University of New Orleans
2000 Lakeshore Drive
New Orleans, LA 70148

Dear Dr. Nicklow:

It is with great interest and enthusiasm that I write in support of the proposal to replicate Hynes Charter School on the University of New Orleans campus. Both from experience with Hynes students who enroll in Franklin for high school, and the reputation that the school has earned throughout the city and region, this is an exceptional opportunity. Having worked with Michelle Douglas, the Principal of Hynes, she is a highly effective and respected school leader, and I have no doubt that she would be successful in this replication.

Last year, I was charged by the governing board of Franklin to explore the option of adding an 8th grade to our school. Meetings and analysis showed that it would not be a good move for us to take, but that there was a need for not just a successful 8th grade option, but for a successful middle school. In fact, the idea came up in these meetings of a "lab school" at UNO. You and your team are to be commended for exploring this option.

Already, UNO and Franklin have such a meaningful partnership, from dual enrollment and research mentorships for students, to facilities usage and campus-wide cooperation. Bringing a high performing and highly effective preK – 8 school can add to the educational dynamic on this campus. Franklin students and faculty are engaged in consistent outreach with middle school students, especially in science, engineering, and theatre, and the opportunity to conduct all of this work on one campus would only expand collaboration and impact. It is not difficult for me to imagine a model K-16 educational system with the Hynes-Franklin-UNO team.

I am confident that this replication would be met with great enthusiasm from across the Franklin community. You may count on me for support, including any type of logistical and planning meetings.

Sincerely,



Patrick Widholm, DMA
Head of School

Conceptual Framework for Replicating a Charter School at the University of New Orleans

October 26, 2017
University of Louisiana System Board of Supervisors Meeting



THE UNIVERSITY of
NEW ORLEANS

Rationale

- UNO began consideration of a lab school concept last year
 - Provide additional opportunities for next generation teachers
 - Explore new revenue streams
 - Prompted by Ben Franklin High School's interest to expand to lower grades
- Current Ben Franklin collaboration is significant
 - BFHS is located on the UNO campus
 - BFHS is teaching classes at UNO
 - UNO teaching dual enrollment courses at BFHS
 - Research mentorship for BFHS students
- Asked Dr. Peterson, Ed Consultant, to help explore options and assist with Feasibility and Concept Analysis



October 26, 2017

THE UNIVERSITY of NEW ORLEANS

Analysis

- Abandon traditional lab school concept
 - Competing direct run and charter schools
 - High cost involved
 - Challenges in directly running the school
- Creating a charter has similar issues, as well as lengthy assessments, concerns regarding approval, and pending lawsuit
- BUT, provisions exist to replicate a high-performing charter without a full application to local school board



October 26, 2017

THE UNIVERSITY of NEW ORLEANS

Edward Hynes Charter School

- Open admission, high-performing, A-rated K-8 school
- Opened in 2006 with UNO as a formal partner and designated Board positions
- Major feeder to Ben Franklin High School
- 572 applications for 100 seats
- Current UNO Professional Development School (CAEP)



October 26, 2017

THE UNIVERSITY of NEW ORLEANS

Recommendation from Analysis

- Open and operate a new, replicated Hynes STEAM campus at UNO
- Long-term lease agreement
- Governance structure relies on existing Hynes Board
- Begin with 150 K-1 students in 2019
- Expand incrementally to 690 PK-8 students in five years

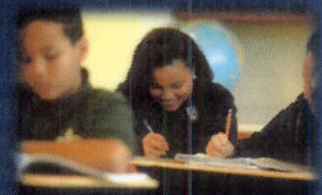


October 26, 2017

THE UNIVERSITY of NEW ORLEANS

Potential Benefits

- ✓ Lease revenue
- ✓ Energize course offerings for next generation teachers, including expanded research and observation opportunities with elementary students
- ✓ Additional enrollment by Hynes faculty and staff
- ✓ Increased pipeline (Hynes and BFHS graduates) to UNO – a PK-20 site
- ✓ Professional development offerings for city charter schools
- ✓ Accessibility for children of UNO employees
- ✓ K-8 summer camp enrollment
- ✓ Collaborative grant opportunities
- ✓ Shared service agreements (food, utilities, IT, facilities)
- ✓ Positive exposure of UNO's commitment to the community

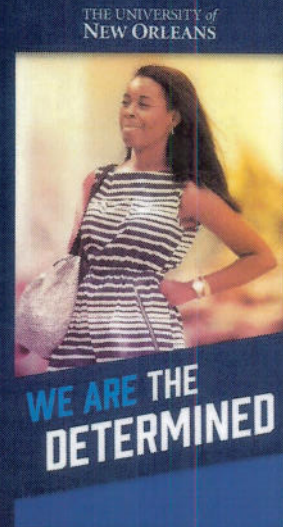


October 17, 2017

THE UNIVERSITY of NEW ORLEANS

Next Steps

- With Board support, requested today, proceed with internal discussions and external negotiations
- Complete UNO space assessment and consolidation
- Communications plan
- Seek external start-up grant funding
- Bring a working plan and lease agreement to the UL Board



October 17, 2017

THE UNIVERSITY of NEW ORLEANS

**MINUTES
BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM
October 26, 2017**

A. **Call to Order**

The Board of Supervisors for the University of Louisiana System met on Thursday, October 26, 2017 at 11:30 a.m. in Room 100, Louisiana Purchase Room, of the Claiborne Conference Center, 1201 North Third Street, in Baton Rouge, Louisiana

B. **Roll Call**

PRESENT

| | |
|-----------------------|----------------------|
| Mr. James Carter | Ms. Elizabeth Pierre |
| Ms. Lola Dunahoe | Mr. Benjamin Rice |
| Mr. Thomas Kitchen | Mr. Virgil Robinson |
| Mr. Johnny McFerren | Mr. Mark Romero |
| Mr. Shawn Murphy | Mr. Robert Shreve |
| Mr. Alejandro Perkins | Mr. Winfred Sibille |

ABSENT

| | |
|-------------------------|-------------------------------|
| Dr. John Condos | Dr. Pamela Egan |
| Mr. Edward Crawford III | Mr. Jimmie "Beau" Martin, Jr. |

Also present for the meeting were the following: System President Jim Henderson, System staff, administrators and faculty representatives from System campuses, Attorneys Linda Clark and Winston DeCuir, Jr., interested citizens, and representatives of the news media.

C. **Invocation**

Mr. Romero provided the invocation.

D. **Approval of Minutes of August 24, 2017 Board Meeting**

Upon motion of Mr. Murphy, seconded by Mr. Carter, the Board of Supervisors for the University of Louisiana System unanimously approved the minutes of the August 24, 2017 meeting.

E. **Report of the Grievance Committee**

E.1. **Ms. Harmony Phillips, Student, Grambling State University**

Upon motion of Ms. Dunahoe, seconded by Mr. Robinson, the Board unanimously voted to uphold the University and deny a hearing to Ms. Phillips.

F. **Report of Academic and Student Affairs Committee**

Upon motion of Ms. Dunahoe, seconded by Mr. Kitchen, the Board unanimously voted to approve the following items:

- F.1. Louisiana Tech University's request for approval of a Letter of Intent to develop a new academic program leading to a Master of Science in Cyber Technology.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a Letter of Intent to develop a new academic program leading to a Master of Science in Cyber Technology.

- F.2. Louisiana Tech University's request for approval of a Graduate Certificate in Cyber Technology.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a Graduate Certificate in Cyber Technology.

- F.3. Nicholls State University's request for approval to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Exercises.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request to award an Honorary Doctorate of Letters to Mr. John DeSantis at the Fall Commencement Exercises.

- F.4. Southeastern Louisiana University's request for approval of a Cooperative Agreement with Universidad de Panamá, Republica de Panamá.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval of a Cooperative Agreement with Universidad de Panama, Republica de Panamá.

- F.5. University of Louisiana at Lafayette's request for approval to award an Honorary Bachelor of the Arts degree to Mrs. Elizabeth Carter Montgomery.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval to award an Honorary Bachelor of the Arts degree to Mrs. Elizabeth Carter Montgomery.

- F.6. University of Louisiana at Lafayette's request for approval to award an Honorary Doctor of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall Commencement Exercises.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval to award an Honorary Doctor of Liberal Arts to Governor Kathleen Babineaux Blanco at the Fall Commencement Exercises.

- F.7. University of Louisiana at Lafayette's request for approval to award an Honorary Doctor of Business Administration to Mr. B.I. Moody III at the Fall Commencement Exercises.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request to award an Honorary Doctor of Business Administration to Mr. B.I. Moody III at the Fall Commencement Exercises.*

- F.8. University of Louisiana at Monroe's request for approval to enter into a Student Exchange Agreement with National University Corporation Ehime University in Japan.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request to enter into a Student Exchange Agreement with National University Corporation Ehime University in Japan.*

- F.9. University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Geographic Information Systems.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Geographic Information Systems.*

- F.10. University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Historic and Cultural Preservation.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval of a Post-Baccalaureate Certificate and Graduate Certificate in Historic and Cultural Preservation.*

- F.11. University of New Orleans' request for approval to award a Doctorate Honoris Causa to Ms. Joan Higginbotham at the Fall Commencement Exercises.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request to award a Doctorate Honor Causa to Ms. Joan Higginbotham at the Fall Commencement Exercises.*

- F.12. University of New Orleans' request for approval of a conceptual framework for replicating an existing charter school on the campus of the University.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' conceptual framework for replicating an existing charter school on the campus of the University.*

G. **Report of the Athletic Committee**

Upon motion of Mr. Robinson, seconded by Ms. Pierre, the Board unanimously voted to approve the following items:

- G.1. Louisiana Tech University's request for approval of a contractual agreement between Mr. Louis L. Holtz, Jr., Head Football Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective March 1, 2017.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a contractual agreement between Mr. Louis L. Holtz, Jr., Head Football Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective March 1, 2017.*

- G.2. Louisiana Tech University's request for approval of a contractual agreement between Mr. Eric Konkol, Head Men's Basketball Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective April 1, 2017.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a contractual agreement between Mr. Eric Konkol, Head Men's Basketball Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective April 1, 2017.*

- G.3. Louisiana Tech University's request for approval of a contractual agreement between Ms. Brooke Stoehr, Head Women's Basketball Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective April 18, 2017.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval of a contractual agreement between Ms. Brooke Stoehr, Head Women's Basketball Coach, Louisiana Tech University, and Louisiana Tech University Foundation, effective April 18, 2017.*

- G.4. McNeese State University's request for approval of a revised Athletic Home Game Complimentary Ticket Policy.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval of a revised Athletic Home Game Complimentary Ticket Policy.*

- G.5. University of New Orleans' request for approval of contractual amendments with Mr. Blake Dean, Head Men's Baseball Coach, effective December 1, 2017.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval of contractual amendments with Mr. Blake Dean, Head Men's Baseball Coach, effective December 1, 2017.*

- G.6. University of New Orleans' request for approval of contractual amendments with Mr. Derek Morel, Athletic Director, effective December 1, 2017.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval of contractual amendments with Mr. Derek Morel, Athletic Director, effective December 1, 2017.*

H. **REPORT OF FACILITIES PLANNING COMMITTEE**

Upon motion of Mr. Sibille, seconded by Mr. Robinson, the Board unanimously voted to approve the following items:

- H.1. Louisiana Tech University's request for approval to allow certain properties located in Lincoln Parish to be nominated to the State Mineral Board for mineral lease.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves Louisiana Tech University's request for approval to allow certain properties located in Lincoln Parish to be nominated to the State Mineral Board for mineral lease.*

***BE IT FURTHER RESOLVED,** that the President of the University or his or her designee be authorized to execute a lease on the properties located in Lincoln Parish on behalf of Louisiana Tech University.*

***BE IT FURTHER RESOLVED,** that Louisiana Tech University shall obtain final approvals from UL System staff, legal counsel, and all other appropriate agencies/parties, of processes, documents and administrative requirements.*

***AND FURTHER,** that Louisiana Tech University will provide system office with copies of all final executed documents for Board files.*

- H.2. McNeese State University's request for approval to repurpose and use the proceeds from the Chennault land sale to construct a College of Engineering and Computer Science Student Study Center and to upgrade classrooms and laboratories in Drew Hall and in the Engineering and Technology Laboratory (ETL) Building.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves McNeese State University's request for approval to repurpose and use the proceeds from the Chennault land sale to construct a College of Engineering and Computer Science Student Study Center and to upgrade classrooms and laboratories in Drew Hall and in the Engineering and Technology Laboratory (ETL) Building.*

***BE IT FURTHER RESOLVED,** that McNeese State University shall obtain final review from UL System staff, legal counsel and shall secure all other appropriate approvals from agencies/parties of processes, documents, and administrative requirements.*

BE IT FURTHER RESOLVED, that the President of McNeese State University and his or her designee is hereby designated and authorized to execute any and all documents necessary to execute this project.

AND FURTHER, that the University will provide the System office with copies of all final executed documents for Board files.

- H.3. Nicholls State University's request for approval to name the playing surface inside Stopher Gym "Broussard Court."

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to name the court inside the Stopher Gym basketball/volleyball facility "Broussard Court."

- H.4. Nicholls State University's request for approval to enter into a Ground Lease Agreement with the Nicholls State University Foundation for the installation of artificial turf at the Nicholls State University Softball Field Complex.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to enter into a Ground Lease Agreement with the Nicholls State University Foundation for the installation of artificial turf at the Nicholls State University Softball Field Complex.

BE IT FURTHER RESOLVED, that Nicholls State University shall obtain final review from UL System staff, legal counsel and shall secure all other appropriate approvals from agencies/parties of processes, documents, and administrative requirements.

BE IT FURTHER RESOLVED, that the President of Nicholls State University and his or her designee is hereby designated and authorized to execute any and all documents necessary to execute the Ground Lease Agreement, and subsequent donation.

AND FURTHER, that the University will provide the System office with copies of all final executed documents for Board files.

- H.5. Nicholls State University's request for approval to rename the Colonel Softball playing field the "Swanner Field at Geo Surfaces Park."

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Nicholls State University's request for approval to rename the Colonel Softball playing field the "Swanner Field at Geo Surfaces Park."

- H.6. Northwestern State University's request for approval to name the Wellness, Recreation and Activity Center the "Randall J. Webb Wellness, Recreation and Activity Center."

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Northwestern State University's request for approval to name the Wellness, Recreation and Activity Center the "Randall J. Webb Wellness, Recreation and Activity Center."

- H.7. Southeastern Louisiana University's request for approval to accept the leasehold estate, authority, sublease and all other rights to the Livingston Parish Literacy and Technology Center from the Southeastern Educational Foundation.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval to accept the leasehold estate, authority, sublease and all other rights to the Livingston Parish Literacy and Technology Center from the Southeastern Educational Foundation.

BE IT FURTHER RESOLVED, that Southeastern Louisiana University shall obtain final review from UL System staff, legal counsel and shall secure all other appropriate approvals from agencies/parties of processes, documents, and administrative requirements.

BE IT FURTHER RESOLVED, that the President of Southeastern Louisiana University and his or her designee is hereby designated and authorized to execute any and all documents necessary to execute this donation.

AND FURTHER, that the University will provide the System office with copies of all final executed documents for Board files.

- H.8. University of Louisiana at Monroe's request for approval to purchase which is being obtained, constructed, and then will be sold by the ULM Foundation to the University.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval to purchase a building which is being obtained, constructed, and then will be sold by the ULM Foundation to the University.

BE IT FURTHER RESOLVED, that the University of Louisiana at Monroe shall obtain final review from UL System staff, legal counsel and shall secure all other appropriate approvals from agencies/parties of processes, documents, and administrative requirements.

BE IT FURTHER RESOLVED, that the President of University of Louisiana at Monroe and his or her designee is hereby designated and authorized to execute any and all documents associated with said purchase by the University of Louisiana System on behalf of and for the use of University of Louisiana at Monroe.

AND FURTHER, that ULS staff and legal counsel ensure that all documents conform to statutory and administrative requirements.

- H.9. University of Louisiana at Monroe's request for approval to name the new Foundation and Alumni Building the "Laird Weems Center" and allow for other naming opportunities in the future.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for approval to name the new Foundation and Alumni Building the "Laird Weems Center" and allow for other naming opportunities in the future.*

- H.10. University of Louisiana at Monroe's request for approval to name a room within Brown Hall the "Lucy Shackelford Center."

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for approval to name a room within Brown Hall the "Lucy Shackelford Center."*

- H.11. University of New Orleans' request for approval to proceed and execute reciprocal perpetual predial servitudes to allow for the permanent existence and maintenance of sewer and drainage systems and ensure continued access, egress and ingress, to the University's property through a driveway servitude.

***NOW, THEREFORE, BE IT RESOLVED,** that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval to proceed and execute reciprocal perpetual predial servitudes to allow for the permanent existence and maintenance of sewer and drainage systems and ensure continued access, egress and ingress, to the University's property through a driveway servitude.*

***BE IT FURTHER RESOLVED,** that University of New Orleans shall obtain final review from University of Louisiana System staff and legal counsel to the Board, and shall secure all other appropriate approvals from agencies/parties of processes, documents, and administrative requirements prior to execution of the lease documents.*

***BE IT FURTHER RESOLVED,** that the President of University of New Orleans and his or her designee are hereby designated and authorized to execute the sewage, water, and driveway servitudes and any and all documents as necessary associated with said project described herein.*

***AND FURTHER,** that University of New Orleans will provide the University of Louisiana System office with copies of all final executed documents for the Board files.*

I. REPORT OF FINANCE COMMITTEE

Upon motion of Mr. Romero, seconded by Ms. Dunahoe, the Board unanimously voted to approve the following items:

- I.1. University of Louisiana at Lafayette's request for approval to rename a Professorship and a Super Chair and to consolidate four Chairs.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Lafayette's request for approval to rename the Jim and Pat Prince/BORSF Professorship in Accounting to the Jim & Pat Prince/BORSF Professorship in Finance and to rename the W. Hansen Hall Memorial/BORSF Super Chair in Telecommunications to the W. Hansen Hall Memorial/BORSF Chair in Computer Engineering.

AND FURTHER, University of Louisiana at Lafayette is authorized to consolidate two Chairs into one Chair within the College of Engineering: W. Hansen Hall Memorial/BORSF Chair in Telecommunications and W. Hansen Hall Memorial/BORSF Chair in Computer Engineering; and to consolidate two Chairs into one Chair within the College of Engineering: Engineering/BORSF Eminent Scholars Chair in Bioprocessing and Engineering Eminent Scholars Trust Fund.

- I.2. University of Louisiana at Monroe's request for approval to implement a new Facilities Enhancement Fee effective with the Spring 2018 semester.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for approval to implement a new Facilities Enhancement Fee effective with the Spring 2018 semester.

- I.3. University of Louisiana at Monroe's request for acceptance of Fiscal Year 2016-17 Federal Award Programs Representation Letter.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby accepts the Fiscal Year 2016-17 Federal Award Programs Representation Letter for the University of Louisiana at Monroe.

- I.4. University of Louisiana at Monroe's request for approval of the University's revised Internal Audit Charter.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves the University of Louisiana at Monroe's request for approval of the University's revised Internal Audit Charter.

- I.5. University of New Orleans' request for approval to increase fees.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval to increase fees.

- I.6. University of New Orleans' request for approval to authorize the President of the University to (1) petition the court with respect to all amendments to the Edward G. Schlieder Urban Waste Management and Research Chair Trust and to execute any and all documents; and (2) petition the court to amend the Edward G. Schlieder Higher Education and Health Initiatives Trust to consolidate the Chair associated with the Trust into a Chair and to execute any and all documents.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval to authorize the President of the University to (1) petition the court with respect to all amendments to the Edward G. Schlieder Urban Waste Management and Research Chair Trust and to execute any and all documents; and (2) petition the court to amend the Edward G. Schlieder Higher Education and Health Initiatives Trust to consolidate the Chair associated with the Trust into a Chair and to execute any and all documents.

- I.7. University of Louisiana System's discussion of Fiscal Year 2016-17 fourth quarter financial reports and ongoing assurances.

No Board action is necessary as this is a report only.

J. **REPORT OF PERSONNEL COMMITTEE**

Upon motion of Mr. Shreve, seconded by Mr. Murphy, the Board unanimously voted to approve the following items:

- J.1. Southeastern Louisiana University's request for approval to appoint Dr. Tena Golding as Provost and Vice President for Academic Affairs effective October 30, 2017.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves Southeastern Louisiana University's request for approval to appoint Dr. Tena Golding as Provost and Vice President for Academic Affairs effective October 30, 2017.

- J.2. University of Louisiana at Lafayette's request for approval to continue the appointment of Dr. David Danahar as Interim Provost and Vice President for Academic Affairs effective August 1, 2017.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana at Lafayette's request for approval to continue the appointment of Dr. David Danahar as Interim Provost and Vice President for Academic Affairs effective August 1, 2017.

- J.3. University of Louisiana at Monroe's request for approval to appoint Dr. Sushma Krishnamurthy as Dean of the Graduate School effective November 1, 2017.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for approval to appoint Dr. Sushma Krishnamurthy as Dean of the Graduate School effective November 1, 2017.

- J.4. University of Louisiana at Monroe's request for approval to appoint Mr. Camile Currier as Vice President for Student Affairs effective November 1, 2017.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of Louisiana at Monroe's request for approval to appoint Mr. Camile Carrier as Vice President for Student Affairs effective November 1, 2017.

- J.5. University of New Orleans' request for approval to appoint Dr. Ray Wang as Dean of the Library and Information Services effective January 15, 2018.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System hereby approves University of New Orleans' request for approval to appoint Dr. Ray Wang as Dean of the Library and Information Services effective January 15, 2018.

K. **SYSTEM PRESIDENT'S BUSINESS**

K.1. Personnel Actions

President Henderson indicated that Board members had recently received personnel actions via email for their review. He reported that also included were pay plans from McNeese State University, University of Louisiana at Monroe, and University of New Orleans. Dr. Henderson said that System staff had reviewed all personnel actions and staff recommends approval.

Upon motion of Mr. Sibille, seconded by Mr. McFerren, the Board unanimously voted to approve the System personnel actions.

K.2. System President's Report

Nicholls Presidential Search Update

Dr. Henderson reported that the Nicholls Presidential Search Committee had met on October 25 and selected six semifinalists to be interviewed on the campus. He gave the dates of November 6-8 for the visits to the campus. The semifinalists chosen were: Dr. Jay Clune, Dr. Eugene Dial, Dr. John Doucet, Dr. Marcheta Evans, Dr. Shawn Mauldin, and Dr. Wade Rousse.

For Our Future Conference

President Henderson announced that plans are being made for the For Our Future Conference, a System-wide conference in February 2018. The inaugural conference will be held on the campus of Southeastern Louisiana University.

Hazing Response

Dr. Henderson asked System Vice President for Student Affairs and Governance Erica Calais to report on the response to Governor John Bel Edwards' letter regarding policies on hazing, substance abuse, and binge drinking. Ms. Calais said that she has been working with the campus Vice Presidents of Student Affairs in reviewing their policies and practices. She also indicated that a System-wide campaign has recently been initiated to

encourage and enable students to anonymously report risky behavior. She said that the universities are taking all positive steps to eliminate a culture of hazing on campus.

System Strategic Framework

Dr. Henderson informed Board members that he has had the opportunity to share the recently created System Strategic Framework with the Editorial Board of *The Advocate* and the Baton Rouge Press Club. He said that it has been well-received by the press and community organizations.

Campus Videos

Dr. Henderson introduced videos that had been completed about McNeese, Northwestern, and University of New Orleans with the System tagline of *For Your Future, For Our Future*. All nine System institutions will be highlighted in these videos designed to continue to build brand awareness of the System.

L. **Board Chair's Business**

L.1. **Board Chair's Report**

Mr. Perkins voiced thanks on behalf of the Board and System to Southeastern Louisiana University President John Crain for sponsoring the reception at Capitol Park Welcome Center on Wednesday evening. The Chair said that it was well-attended, and Board members were given the opportunity to meet alumni and other stakeholders of the University.

Mr. Perkins announced that he was appointing Dr. John Condos, Ms. Lola Dunahoe, Dr. Pamela Egan, Mr. Shawn Murphy, and Mr. Winfred Sibille to the Nominating Committee, with Mr. Sibille serving as the Chair. He indicated that the purpose of the Committee is to recommend a slate of officers for the coming year. The Committee will meet in conjunction with the December 1 Board meeting.

Mr. Perkins also reminded Board members about campus commencement exercises and encouraged them to attend whenever possible. He also said to mark their calendars for the Special Meeting on Tuesday, November 14, at which finalists for the Nicholls State University presidency would be interviewed in Baton Rouge. He also reminded them that the Friday, December 1 Regular Board meeting will be held in Natchitoches. Dr. Chris Maggio, President of Northwestern, invited the Board to the 7:00 p.m. Reception and 9:00 p.m. Gala Performance, as well as a parade on Saturday morning.

M. **Evaluation of Campus President** (*University of Louisiana at Monroe*)

Mr. Perkins stated that Board policy requires that Institution Presidents be individually evaluated on a consistent basis. He said that an evaluation for today's meeting had been prepared for Dr. Nick Bruno, President of University of Louisiana at Monroe.

Upon motion of Mr. Murphy, seconded by Mr. Romero, at 12:07 p.m., the Board convened to Executive Session with Dr. Nick Bruno. The following roll call vote was recorded:

Yeas: Mr. Carter, Ms. Dunahoe, Mr. Kitchen, Mr. McFerren, Mr. Murphy, Mr. Perkins,
Ms. Pierre, Mr. Rice, Mr. Robinson, Mr. Romero, Mr. Shreve, Mr. Sibille

Nays: None

Absent: Dr. Condos, Mr. Crawford, Dr. Egan, Mr. Martin

Upon motion of Mr. Romero, seconded by Mr. Robinson, at 1:23 p.m., the Board reconvened in Open Session. While in Executive Session, no motions were made nor votes taken.

N. **Other Business**

There was no other business to come before the Board.

O. **Adjournment**

Upon motion of Mr. Carter, seconded by Mr. Kitchen, the Board voted to adjourn at 1:23 p.m.



THE UNIVERSITY of
NEW ORLEANS
OFFICE OF THE PRESIDENT

January 25, 2019

James B. Henderson
President
University of Louisiana System
1201 North Third Street
Baton Rouge, LA 70802

Re: MOU between Hynes Charter School Corporation and UNO

Dear Dr. Henderson,

I am requesting approval of an MOU between Hynes Charter School Corporation, Friends of Hynes and the University of New Orleans with the intent to execute a Lease, Sublease and other mutually beneficial future agreements.

Thank you for your consideration.

Sincerely,

John W. Nicklow
President

MEMORANDUM OF UNDERSTANDING

This **MEMORANDUM OF UNDERSTANDING** ("**MOU**") is made and entered into as of _____, 2019 by and among Hynes Charter School Corporation, a Louisiana nonprofit corporation ("**Hynes**"), Friends of Hynes, a Louisiana nonprofit corporation ("**Friends of Hynes**"), and University of New Orleans ("**UNO**"), a public Louisiana university under the management and control of the Board of Supervisors (the "**Board**"), the governing Board for the University of Louisiana System ("**UL System**") by operation of law, collectively the "**Parties**".

RECITALS

WHEREAS, Hynes is a Louisiana nonprofit formed for the purposes of operating charter schools in Orleans Parish, Louisiana and providing quality education shaping leaders for a changing world;

WHEREAS, Hynes is authorized to operate a new charter school called Hynes Charter School at UNO in Orleans Parish, Louisiana (the "**Charter School**") pursuant to that certain Type 1 Charter School Operating Agreement with an Effective Date of July 1, 2019 (the "**Charter Agreement**"), a true and correct copy of which is attached hereto as Exhibit A;

WHEREAS, Friends of Hynes is a Louisiana nonprofit corporation formed for the purpose of providing support to Hynes and is a type II supporting organization to Hynes;

WHEREAS, UNO is a Louisiana university created by operation of law for the purpose of serving national and international students and enhancing the quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, service learning, cultural and academic activities;

WHEREAS, UNO will submit this MOU for approval to the UL System Board at its February 22, 2019 meeting to proceed with the development and execution of a lease agreement (the "**Lease**") for property on the campus of UNO, to be more fully identified in the Lease, to Friends of Hynes who in turn will design and construct, at its sole cost, a facility to house a charter school and will execute a sublease (the "**Sublease**") with Hynes to provide quality education for K-8th students in the area.

WHEREAS, UNO desires to execute the Lease to Friends of Hynes of a certain parcel of property on UNO's campus, to be determined, for One Dollar (\$1.00) per year, under the authority granted to it in accordance with La. R.S. 17:3361, for the purpose of constructing the new school building or buildings (the "**Project**"), which upon completion will be leased by Friends of Hynes to Hynes, for a term no less than the term of the Charter Agreement, for Hynes to use in the operation of the Charter School with the terms and conditions of the lease mutually acceptable to UNO through its Board, Friends of Hynes and Hynes and proceeding in accord with the legal requirements under La. R.S. 17:3361. ;

WHEREAS, the Project will result in positive exposure of UNO's commitment to the community and offer benefits to the UNO community, its faculty, staff and students in a number

of ways, including but not limited to: energizing course offerings for next generation teachers, including expanded research and observation opportunities with elementary students; additional enrollment by Hynes faculty and staff, an increased pipeline (Hynes and BFHS graduates) to UNO – a PK-20 site; opportunities for collaborative efforts to provide professional development offerings for city charter schools; increase accessibility for children of UNO employees to high quality elementary education opportunities; provide collaborative grant opportunities with increased funding for programs and research; exploration of possible shared service agreements with economic savings (food, utilities, IT, facilities, etc.) and access to K-8 summer camp enrollment.

WHEREAS, in consideration of UNO's Lease of Project Parcel to Friends of Hynes, Hynes desires to provide to UNO an enrollment preference for dependent children of UNO's permanent employees pursuant to LSA-RS § 17:3991.1; and

WHEREAS, Hynes, Friends of Hynes and UNO desire to enter into this MOU in order to memorialize the foregoing Recitals and the other terms and conditions provided for herein pursuant to LSA-R.S. 17:3991.1 to evidence their intent to execute a Lease and Sublease in accordance with R.S. 17:3361, et seq. and to enter into future agreements of benefit to the Parties.

AGREEMENT

NOW, THEREFORE Hynes, UNO and Friends of Hynes enter into this MOU to evidence their intent to execute a Lease, Sublease and other mutually beneficial future agreements:

Section 1. Covenants of UNO. UNO covenants and agrees:

- (a) to execute the Lease of the agreed upon Project Parcel to Friends of Hynes at the cost of One Dollar (\$1.00) annually, to be used solely for the purpose of the construction of the Project;
- (b) the Project Parcel will be property on the UNO's main lakefront campus to be agreed upon by the Parties hereto and identified in the mutually-agreed upon Lease upon execution by the Parties that consists of at least ____ acres and is accessible for school traffic demands;
- (c) to identify mutually beneficial projects with Hynes including professional development, programming and sponsorship of associated events and activities in betterment of Hynes, its staff and its students and UNO; and
- (d) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 2. Covenants of Friends of Hynes. Friends of Hynes covenants and agrees:

(a) to enter into referenced mutually-agreeable Lease with UNO, for the purpose of construction of the Project;

(b) to pursue in good faith the financing and construction the Project on Project Parcel;

(c) to share with Hynes responsibility for all ordinary upkeep, maintenance and repairs of the leased premises, except for any repairs which are necessitated in whole or in part through the fault or neglect of UNO and to provide, install and pay for all cost and expenses associated with equipment necessary to conduct the charter school business on the leased premises.

(d) once the Project is complete, to enter into a Sublease agreement with Hynes for use the Project Parcel and Project for the operation of the Charter School for a term not less than the duration of the Charter Agreement; and

(e) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 3. Covenants of Hynes. Hynes covenants and agrees:

(a) to operate the Charter School in accordance with its Charter Agreement;

(b) to execute a Sublease with Friends of Hynes for the Project Parcel and Project and to use such property in the operation of the Charter School;

(c) to include in the Charter Agreement appropriate provisions wherein Hynes agrees to a fifteen (15%) percent enrollment preference for dependent children of permanent employees of UNO, as the definition of permanent employees is determined by UNO; and

(d) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 4. The Project. The Parties agree that the Project construction shall proceed under the legal parameters of R.S. 17:3361 subject to all applicable laws, with Hynes and Friends of Hynes design models with structural design standards reviewed by State facility Planning to ensure International Building codes and ADA standards are incorporated.

Section 5. The Charter School. The Parties agree that, subject to the terms and conditions of the Charter Agreement, Hynes will have exclusive control over all operational aspects of the Charter School, including, but not limited to, academics, human resources, and contracts with service providers.

Section 6. Enforcement.

Section 6.1. MOU is a Preliminary Understanding. The preliminary understandings expressed in this MOU are subject to and conditioned upon (a) the negotiation and execution by the Parties of a mutually-acceptable Lease and Sublease, (b) Friends of Hynes securing satisfactory financing for the Project and (c) Hynes obtaining and maintaining the "Charter Agreement".

Section 6.2. Remedies for Breach. In the event that any party breaches this MOU, the sole and exclusive remedy will be termination of this MOU; provided that the party breaching this MOU shall be given written notice and a reasonable opportunity to cure its breach (such opportunity to cure not to exceed 90 days from receipt of written notice of breach).

Section 7. Miscellaneous.

Section 7.1 Assignment. This MOU is personal to each of the Parties hereto, and neither party may assign or delegate any rights or obligations hereunder without first obtaining the written consent of the other party.

Section 7.2 Amendments, Supplements, and Modifications. No amendment or modification to this MOU shall be valid unless and until executed in writing by the duly authorized representatives of each party to this MOU.

Section 7.3 Third Party Beneficiaries. This MOU is entered into for the exclusive benefit of the Parties, and the Parties expressly disclaim any intent to benefit anyone not a party hereto.

Section 7.4 Negation of Partnership, Joint Venture and Equity Interest. Except to the extent necessary for UNO to qualify under LSA-RS § 17:3991.1C, nothing contained in this MOU shall constitute or be construed to be or to create a partnership, joint venture or other venture among Hynes, Friends of Hynes and/or UNO.

Section 7.5 Headings. The headings of this MOU are for convenience of reference only and shall not form part of, or affect the interpretation of, this MOU.

Section 7.6 Severability. In the event that any provision of this MOU is invalid or unenforceable under any applicable statute or rule of law, then such provision shall be deemed inoperative to the extent that it may conflict therewith and shall be deemed modified to conform with such statute or rule of law. Any provision hereof which may prove invalid or unenforceable under any law shall not affect the validity or enforceability of any other provision hereof.

Section 7.7 Execution in Counterparts. This MOU may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

Section 7.8 Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Louisiana.

Section 7.9 Recitals. The foregoing recitals are hereby incorporated into and made a part of this MOU, including all defined terms referenced therein.

[Signatures to Follow]

[Signature Page to MOU]

IN WITNESS WHEREOF, the undersigned have executed this MOU as of the ____
day of _____, 2019.

HYNES CHARTER SCHOOL CORPORATION

By: _____

Name: _____

As Its: _____

FRIENDS OF HYNES

By: _____

Name: _____

As Its: _____

UNIVERSITY OF NEW ORLEANS

By: _____

Name: _____

As Its: _____

EXHIBIT A
CHARTER AGREEMENT